

CENTRAL ELEMENTARY

608 Johnson Road
Central, South Carolina 29630

GRADES K-5 Elementary School

ENROLLMENT 401 Students

PRINCIPAL Sue J. Rickman 864-639-2311

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	22	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Good	Yes

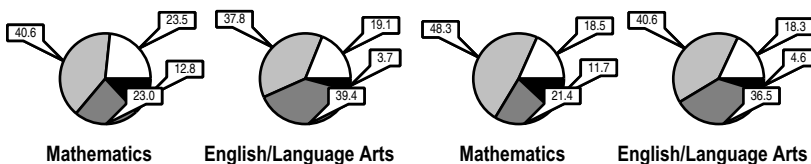
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	205	99.5	18.3	38.2	39.8	3.8	54.3	Yes	Yes
Gender									
Male	110	100.0	18.6	42.3	35.1	4.1	47.4		
Female	95	99.0	18.0	33.7	44.9	3.4	61.8		
Racial/Ethnic Group									
White	127	99.2	10.4	34.8	50.4	4.3	66.1	Yes	Yes
African-American	46	100.0	26.1	54.3	19.6	0.0	30.4	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	52.6	26.3	15.8	5.3	31.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	99.4	13.4	34.9	47.0	4.7	62.4		
Disabled	38	100.0	37.8	51.4	10.8	0.0	21.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	205	99.5	18.3	38.2	39.8	3.8	54.3		
English Proficiency									
Limited English Proficient	19	100.0	83.3	16.7	0.0	0.0	8.3	I/S	I/S
Non-Limited English Proficient	186	99.5	13.8	39.7	42.5	4.0	57.5		
Socio-Economic Status									
Subsidized meals	105	100.0	25.6	43.3	31.1	0.0	40.0	Yes	Yes
Full-pay meals	100	99.0	11.5	33.3	47.9	7.3	67.7		

Mathematics - State Performance Objective = 15.5%									
All Students	205	100.0	23.5	40.6	23.0	12.8	49.7	Yes	Yes
Gender									
Male	110	100.0	21.6	40.2	19.6	18.6	51.5		
Female	95	100.0	25.6	41.1	26.7	6.7	47.8		
Racial/Ethnic Group									
White	127	100.0	15.5	37.1	29.3	18.1	59.5	Yes	Yes
African-American	46	100.0	37.0	52.2	10.9	0.0	26.1	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	47.4	31.6	15.8	5.3	36.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	100.0	17.3	39.3	28.7	14.7	58.7		
Disabled	38	100.0	48.6	45.9	0.0	5.4	13.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	205	100.0	23.5	40.6	23.0	12.8	49.7		
English Proficiency									
Limited English Proficient	19	100.0	75.0	16.7	8.3	0.0	25.0	I/S	I/S
Non-Limited English Proficient	186	100.0	20.0	42.3	24.0	13.7	51.4		
Socio-Economic Status									
Subsidized meals	105	100.0	35.6	45.6	13.3	5.6	35.6	Yes	Yes
Full-pay meals	100	100.0	12.4	36.1	32.0	19.6	62.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	70	100.0	25.0	39.1	31.3	4.7	35.9
	Grade 4	73	98.6	40.6	31.3	23.4	4.7	28.1
	Grade 5	74	98.6	15.4	49.2	32.3	3.1	35.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	98.5	9.7	33.9	48.4	8.1	56.5
	Grade 4	68	100.0	27.7	36.9	32.3	3.1	35.4
	Grade 5	70	100.0	19.1	45.6	35.3	N/A	35.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	70	100.0	21.9	39.1	25.0	14.1	39.1
	Grade 4	73	100.0	21.5	46.2	21.5	10.8	32.3
	Grade 5	74	100.0	19.7	40.9	30.3	9.1	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	100.0	19.0	46.0	30.2	4.8	34.9
	Grade 4	68	100.0	20.0	35.4	27.7	16.9	44.6
	Grade 5	70	100.0	32.4	42.6	8.8	16.2	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 401)				
First graders who attended full-day kindergarten	98.3%	N/C	100.0%	100.0%
Retention rate	3.4%	Up from 0.9%	2.7%	2.7%
Attendance rate	96.8%	Down from 97.2%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		4.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.7%		3.0%	3.5%
Eligible for gifted and talented	14.9%	Down from 16.2%	16.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.8%	Up from 8.2%	9.0%	8.2%
Older than usual for grade	1.0%	Up from 0.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	75.0%	Up from 71.0%	52.2%	51.4%
Continuing contract teachers	100.0%	Up from 93.5%	90.0%	87.5%
Highly qualified teachers**	92.3%	N/A	94.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 89.2%	88.6%	86.7%
Teacher attendance rate	95.0%	Down from 96.4%	95.0%	94.9%
Average teacher salary	\$46,108	Up 3.7%	\$40,901	\$40,760
Prof. development days/teacher	21.2 days	Up from 15.2 days	12.1 days	12.4 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.4 to 1	19.6 to 1	18.9 to 1
Prime instructional time	89.7%	Down from 92.1%	90.2%	90.0%
Dollars spent per pupil*	\$6,647	Up 0.7%	\$5,739	\$6,044
Percent of expenditures for teacher salaries*	64.5%	Down from 65.9%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	93.6%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the 2003-2004 school year brought new challenges to Central Elementary School, the dedicated faculty/staff conducted an abundance of excellent programs that successfully serviced the needs of a diverse population of 422 students at the K4-Grade 5 Title I School. Parent support, a strong SIC and PTO, and excellent community, business, and university partnerships helped meet the challenges. Accomplishments were numerous such as the Foothills Reading Council designating a faculty member as a Distinguished Reading Teacher. For the first time, faculty/staff pursued an Exemplary Writing Award, developing innovative across-the-curriculum writing strategies, and earning a site visit. Parent volunteers completed the scrapbook component of the award process. A graduate writing course was offered on-site, and faculty participated in advanced training in key areas such as Standards in Practice (SIP) and Alpha-Smart. Students were selected for many honors: Five students placed in the regional science fair, 42 students on the Superintendent's A-Team, 32 students were selected for Duke TIP, one student honored by the governor for citizenship, and one student was district-wide chess champion. A student was chosen to travel to Australia as a People-to-People Ambassador. Students continued to excel in music, art, athletic, and geography competitions. Students were recognized for exhibiting character traits through the Chick-Fil-A sponsored character education program. Students showed "Cougars Care" through service-learning projects, raising funds for Wick's bulletproof vest (Central Drug Dog), Country Santa, Community Can Campaign and Sterling House. They demonstrated patriotism through a Veteran's Day celebration and troop support projects. Students joined the Jr. Police Academy to promote good citizenship and D.A.R.E. to promote substance abuse awareness. Universities provided tutors and student interns, as well as the "Cruisers Safety Program", which emphasized safety issues. The Accelerated Reader Program and Governor's Reading Honor Roll encouraged reading. The PTO trained 135 parent/community members as volunteers. Volunteers assisted with tutoring, mentoring and other support activities. Parent Write Night was continued, as was a school-wide Talent Show. Integration of music, dance, drama and visual arts were exhibited in seven performances across the grade levels. An entire week was devoted with great success to the Artists in Residence Program, with a different emphasis for each grade level. Grants funded internships at CES, ESOL Evening Classes, childcare at CES, establishment of a Parent Information Corner, another garden, and student-published books in classrooms. Community partnerships resulted in a joint production of the Central Heritage Festival, naming three sculptures at the Heritage Museum, free dictionaries for students, and sponsorship of an ESOL support program. Wendy's, Pancho's and Chick-Fil-A sponsored monthly CES Spirit Nights to raise funds for school needs. Business partnerships provided funds for a computerized check-in procedure for visitors. New playground equipment was installed. Additional murals provided a more pleasurable instructional environment. Budget cuts brought new challenges with losses of programs and personnel. CES also faced potential attendance rezoning, which unified community and school efforts, resulting in a delayed decision. Our parents, community, and business/university partners have been and will continue to be invaluable resources to our students as they continue to "Roar Up the Road to Success at CES!"

Sue Rickman, Principal

Jim Krider, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	65	41
Percent satisfied with learning environment	93.1%	92.2%	95.1%
Percent satisfied with social and physical environment	96.6%	82.8%	90.0%
Percent satisfied with home-school relations	93.1%	89.1%	76.9%

*Only students at the highest elementary school grade level at this school and their parents were included.